DOCUMENT RESUME

ED 359 321 CE 062 046

AUTHOR	Cappella, Barbara Ann; Davis, Evelyn
TITLE	Home Health Aide. Florida Vocational Program Guide.
INSTITUTION	Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE	Feb 87
NOTE	67p.
AVAILABLE FROM	Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 176 BK 87, guide; HO 186 BK 89, Career Merit Achievement Plan).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Allied Health Occupations Education; Articulation (Education); Behavioral Objectives; *Career Development; Checklists; Classroom Techniques; Competence; Competency Based Education; *Educational Resources; Entry Workers; Guidelines; *Home Health Aides; Job Skills; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS	Florida

ABSTRACT

This packet contains a program guide and a Career Merit Achievement Plan (Career MAP) for the implementation of a home health aide program in Florida secondary and postsecondary schools. The program guide outlines the legal authority for the program, describes the program content and structure, provides a program description, and includes a curriculum framework and a set of student performance standards for home health aide courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected of the student to show mastery of each standard. The guide also provides information on the following topics: student organization participation, student admission and teacher standards, teacher certification, facility design for home health aide laboratories and classrooms, equipment, safety, and instructional resources (a listing of 19 audiovisuals and 6 sources for audiovisual materials, 14 print materials, and 11 professional organizations and support services). It includes a sample clinical observation agreement form. The Career MAP is a checklist, to be kept by both student and teacher, of student progress in the competencies required for entry into jobs in the home health field. (KC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

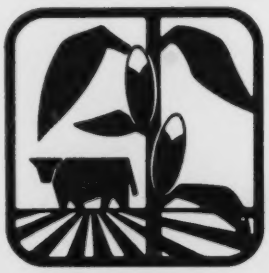
"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

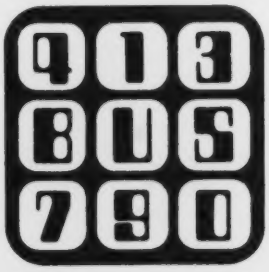
L Meadows

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

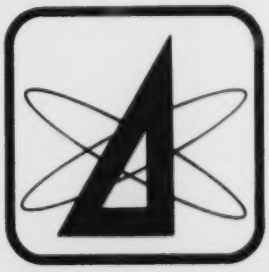
ED359321

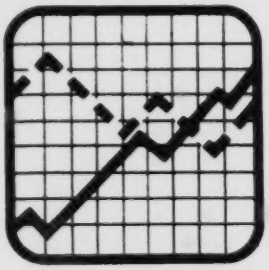
FLORIDA VOCATIONAL PROGRAM GUIDE FOR

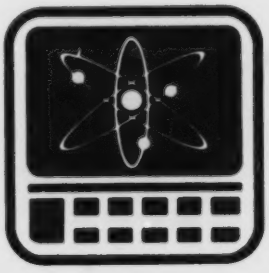


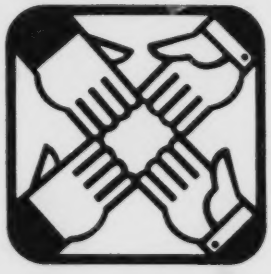


Home Health Aide









CE 052046

BEST COPY AVAILABLE

Sponsored and published by
Florida Department of Education
Betty Castor, Commissioner

Produced by
The Center for Instructional Development and Services
College of Education
Florida State University

For further information, contact
Program Support Services Section
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32399

FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

HOME HEALTH AIDE

Prepared by

Barbara Ann Cappella, R.N., M.E.D.
Lindsey Hopkins Technical
Education Center
Miami, Florida 33127

Evelyn Davis, R.N., M.S.
Robert Morgan Vocational
Technical Institute
Miami, Florida 33177

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity
employer

Division of Vocational, Adult, and
Community Education
Bureau of Vocational Program and
Staff Development

February, 1987

ACKNOWLEDGMENTS

The Division of Vocational, Adult, and Community Education would like to thank Barbara Cappella, R.N., for preparing this Guide, Evelyn Davis, R.N., for her assistance in reviewing it, and Carrie B. Mickey, R.N., Supervisor, Health and Public Service Education, Dade County Public Schools, for the overall supervision as Project Manager.

The Division would also like to thank the many teachers across the state who, by sharing ideas at conferences and workshops, have contributed to development of the materials included in this publication.

© State of Florida, Department of State, 1987

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

CONTENTS

Introduction 1

Legal Authority 2

Program Standards 2
Program Planning 3
Coordinating Councils 3
Program Structure 4
Program Development 4
Program Review and Evaluation 5
Program Advisory Committees 6

Program Content 8

Occupational Description 8
Curriculum Framework and Student Performance Standards 9

Instructional Approach 15

Suggested Course Outline 15
Student Learning Guide 23
Performance Objective 24

Student Organization Participation 26

Student Admissions and Teacher Standards 27

Student Admissions Requirements 27
Teacher Certification and Other Qualifications 27

Facilities 28

Design Criteria 28
Suggested Equipment and Supplies 29
Safety 32

Instructional Resources 33

Audiovisual Materials 33
Audiovisual Sources 35
Print Materials 35
Professional Organizations and Support Services 36

Sample Form 38

Clinical Observation Agreement 38

INTRODUCTION

This program guide has been developed to provide information that will be useful to local school district and community college administrators, instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibility of offering vocational education programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

The Legal Authority section of this guide relates to vocational education programs in general. The other sections relate specifically to the vocational education program for Home Health Aide.

Vocational education has evolved to meet the needs of students desiring to pursue a selected vocation. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. In order to do this, it is necessary both to create exemplary vocational programs and to make those programs consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship between Florida institutions offering similar or related courses and programs. The rule states, in part, that:

> When a student transfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged . . . to be equivalent to courses offered at the receiving institution.

This program guide helps ensure that equivalency. Throughout Florida, vocational programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

LEGAL AUTHORITY

Program Standards

Vocational education programs are established pursuant to Florida Statutes (hereafter **F.S.**) and enabling Administrative Rules adopted by the Florida State Board of Education (hereafter **S.B.E.**).

Section 233.0682 F.S.: State Board regulations states:

> The State Board of Education shall adopt regulations setting forth minimum requirements for a comprehensive vocational education program, and shall adopt procedures for determining the extent to which such minimum requirements are being met. Such requirements shall include examination of the employment performance of program participants as well as standards of educational output, with particular emphasis on job placement and satisfactory performance in employment.

This statute is administered by **S.B.E. Administrative Rule 6A-6.621: Comprehensive Vocational Education Program; definition,** which states, in part, that:

> the term comprehensive vocational education shall include occupational education programs not leading to a bachelor's degree. A comprehensive vocational education program is one which provides vocational programs, services, and activities of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited to the needs, interests, and abilities of the persons to be served.

For the purpose of defining the vocational education programs administered by community colleges within the state, the Division of Community Colleges has adopted **S.B.E. 6A-14.34** to implement **240.355 F.S.: State Board of Education Rules,** which authorizes "each community college district board of trustees to initiate and provide comprehensive vocational education programs." **(NOTE: S.B.E. Rule 6A-14.34** is identical to **S.B.E. Rule 6A-6.621** see above , except that all **S.B.E. Chapter 6A-14 rules** refer to Division of Community College-sponsored programs, while **S.B.E. Chapter 6A-6 rules** refer to programs sponsored by the Division of Vocational, Adult, and Community Education.)

S.B.E. Rule 6A-6.571: Criteria for qualification of special vocational-technical education program courses provides for the annual publication of Vocational Education Program Courses Standards. These course standards for each vocational education program are approved by the Florida State Board of Education and published by the Division of Vocational, Adult, and Community Education.

The Program Course Standards provide program descriptions and statements of program objectives that must be adhered to by the school districts in offering vocational programs. The extent to which these standards are adhered to forms the basis for program review and evaluation.

Special funding provisions for vocational programs are determined in relation to all other education programs under **Section 236.081 F.S.: Funds for the operation of schools.**

Program Planning

The Vocational Education Planning Process, published in 1980 by the Division, outlines the procedures local education agencies should follow in developing and submitting their five-year and annual plans for the operation of vocational education programs.

The legal basis for program planning is found in **Section 229.55 F.S.: Educational Accountability Act of 1976,** and **229.555 F.S.: Educational planning and information systems.** These statutes address various aspects of the process of planning effective instructional programs at each level--from the local school district to the state level. These Florida Statutes are implemented by **S.B.E. 6A-6.67: Coordinating Council for vocational education, adult general education, and community instructional services, S.B.E. 6A-6.70: Direct job-related vocational offerings required for each school district,** and **S.B.E. 6A-6.71: Student services.**

School districts are encouraged to utilize the resources and support of business, industry, and the community in planning vocational programs. A portion of **S.B.E. Rule 6A-6.67,** which has particular implications for planning for specific vocational programs in specific schools, follows:

> The responsibilities of the coordinating council shall be to review the total vocational education, adult general education, and community instructional services program being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications.

(**S.B.E. Rule 6A-14.37** addresses this topic in identical language for community college programs.)

Coordinating Councils

The legal basis for establishing coordinating councils is administered by **Florida Statute 228.074,** which states:

(1) There shall be established in each vocational education planning region a regional coordinating council for vocational education, adult general education, and community instructional services.

(2) Each regional council shall consist of the superintendent of schools; the directors of vocational education and adult education of each school district within the planning region; the president of the community college; the deans or directors of vocational education and community instructional services of the community college; the vice president for academic programs, or his designee, of each state university servicing the region; a representative of an independent vocational, technical, trade, or business school located within the region, to be appointed by the Commissioner of Education; a representative of a branch of the Florida State Employment Service located within the region; and lay citizens of the planning regions.

(3) No less than 51 percent of the voting membership of each council shall be comprised of lay members. The lay members shall be appointed by the Governor and confirmed by the State Board of Education for four-year terms.

The responsibilities of the coordinating councils are dealt with in **Florida Statute 228.075.** The primary goals of each regional coordinating council shall be to:

(1) Maximize effective student articulation in programs of vocational education, adult general education, and community instructional services.

(2) Establish and maintain effective and cooperative linkages with business and industry so that vocational training programs are responsive to the needs of the labor market.

(3) Lead regional efforts in cooperation among school districts, community colleges, and state universities.

Program Structure

The legal basis for Florida's comprehensive vocational education structure may be found in **S.B.E. Rules 6A-6.621** and **6A-14.34: Comprehensive vocational education, definition; 6A-6.63** and **6A-14.343: Scope of vocational education; 6A-6.64** and **6A-14.344: Types of vocational education courses and activities;** and **6A-6.65** and **6A-14.345: Instructional components of vocational education.**

Perhaps the legal basis for Florida's comprehensive vocational program is stated best in **S.B.E. Rules 6A-6.65** and **6A-14.345.** These rules define the components of vocational education instruction, beginning with an introduction to the world of work in grades 1-6; exploratory experiences in grades 7-9; job-related experiences and prevocational training instruction in grades 10-12; and adult-level training and retraining programs. Special needs of disadvantaged and handicapped individuals at all levels—grade 1 through adults—are considered and provided for. Based upon these rules, Florida has developed a statewide comprehensive vocational program that is recognized as one of the best in the nation.

Program Development

Vocational program development is geared to meet the needs of Florida's employers and students. The vocational planning process incorporates information from business and industry, including data on employers' needs and on emerging trends and changes in technological processes. Legal basis is provided by **S.B.E. Rules 6A-6.64** and **6A-14.344,** both entitled **Types of vocational education courses and activities,** for the development of the many vocational courses and programs that must be offered to meet the needs of employers and students. These rules will be amended in the future to bring them more into conformity with 1983 legislation.

Section 228.041 F.S. defines vocational education as follows:

(22) "Vocational education" is defined as meaning that instruction not leading to a baccalaureate degree, either graded or ungraded, listed below:

(a) Job-preparatory instruction in the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education, work experience, and job entry programs which coordinate directed study and on-the-job training;
(b) Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
(c) Supplemental programs designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to reenter or maintain stability or advance within their occupation; or
(d) Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into specific occupations. Such courses may include, but may not be limited to, typing, industrial arts, and home economics.

Program development is based largely on identifying and meeting the requirements of employers and credentialling agencies. Significant input is sought from advisory groups, ad hoc committees, and task forces made up of representatives from business and industry and instructional, supervisory, and administrative personnel. The Division of Vocational, Adult, and Community Education, the school districts, and community colleges work together to develop programs with objectives that are consistent with employers' requirements.

Educational standards are established for program development. Using these standards as guides and guidelines, effective programs are developed that meet the goals of vocational education, particularly the major goal of preparing students for entry-level employment. These standards are grouped into three categories: input, process, and product. First, standards of input govern requirements for teachers, facilities, and materials. Second, standards of process help determine requirements for instruction, curriculum selection, placement, and evaluation. And third, standards of product are determined by the number and degree of competencies students achieve and by the placement of trained students in jobs.

Program Review and Evaluation

The primary purpose of program review is program improvement. To accomplish this purpose, a review of each vocational program is necessary to determine those areas in which program improvement can be implemented most effectively.

The legal basis for program review is found in **Chapter 229.565 F.S.: Educational evaluation procedures.** Section (3) (e) of that statute requires the Commissioner of Education to periodically examine and evaluate "the standards by which the school district evaluates basic and special programs for quality, efficiency, and effectiveness."

The term "special programs," as used here, includes vocational programs. In turn, under **S.B.E. Rule 6A-1.453: Educational program audits,** the Commissioner directs the Division to examine and evaluate vocational programs.

S.B.E. Rule 6A-1.453 provides for periodic audits of both the accounts and programs of each school district. It states in part that the Division shall be responsible for examination of vocational education programs to:

a. Determine compliance with law and criteria established by rules of the State Board;

b. Ensure that individual courses use instructional objectives which are consistent with the criteria for qualification of individual courses as outlined in the publication titled, Vocational Education Program Courses Standards, **Rule 6A-6.571, FAC;** and

c. Determine that the capability exists in the instructional setting to accomplish the course objectives.

Under this same rule, the Division also is responsible for "examination of adult and community education programs to determine compliance with law and criteria established by rules of the State Board" and "determination of the existence and comprehensiveness of the criteria based on district goals, by which the school district evaluates vocational education and adult general education programs."

The Vocational Education Program Courses Standards (and the new Curriculum Frameworks) provide program descriptions and objectives that may be used as criteria against which the program may be reviewed and evaluated. Basically, program review consists of a self-study by the staff of the program to be reviewed, a visitation and review by a Division staff member, a final report outlining areas of strengths and weaknesses, and a plan for strengthening weaknesses and/or improving the program. The data from the program review instruments are treated statistically and incorporated into the evaluation system.

Program Advisory Committees

Program advisory committees are mandated by federal as well as by state regulations. **Public Law 98-524: The Carl D. Perkins Vocational Education Act** (October 19, 1984) requires that each State Board of Vocational Education appoint a State Council on Vocational Education and that the board and council, in consultation, establish a limited number of technical committees to advise them on the development of model curricula to address state labor market needs. Florida has established nine technical committees—one for each program area. A single State Advisory Council for Vocational Education is also provided for in **S.B.E. Rule 6A-6.75: State Advisory Council for Vocational Education.**

Committees for individual programs are covered under **S.B.E. Rule 6A-6.74: Duties and responsibilities of the Division of Vocational Education,** which states that the director of the Division of Vocational, Adult, and Community Education shall "direct the work of the Division to insure the greatest possible coordination, efficiency and effectiveness in vocational and technical education in the state." The Division utilizes program advisory committees as a means of fulfilling this mandate. In addition, many special-purpose advisory committees have been formed to deal with special programs and problems.

Several program advisory committees assist school districts and community colleges with vocational program development, operation, and evaluation. The legal basis for the use of these advisory committees may be found in **S.B.E. Rules 6A-6.68** and **6A-14.38,** both entitled **Business and industrial community support.** These rules state that school boards and boards of trustees at all levels should take positive steps (which are enumerated) to establish two-way communications and mutual responsiveness between their institutions' vocational education program system and the surrounding business and industrial community.

PROGRAM CONTENT

Occupational Description

Chapter 10D-68: Florida Administrative Code: Minimum Standards for Home Health Agencies establishes minimum qualifications and defines roles and responsibilities for agency personnel. The following minimum qualifications for the home health aide are contained in **Section 10D-68.011 Home Health Aide.**

1. The home health aide shall have training in those supportive services which are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment. If the aide receives training through vocational school, licensed/certified home health agency, or hospital, the curriculum shall be documented. If training is received through the agency, the curriculum shall consist of at least forty hours which shall include and not be limited to: the home health services program, role of the aide, differences in families, nutrition, food and household management, personal care services, ethics and conduct, personal hygiene, agency policies, and reports and records. Personal care activities shall be taught by a registered nurse. When prior training is not equivalent to the minimum herein described, the necessary supplementary training must be provided and documented.

2. Responsibilities of the home health aide shall include but not be limited to:

   a. Those personal care activities contained in a written assignment by a health professional employee which include assisting the patient with personal hygiene, ambulation, eating, dressing, and shaving.
   b. Other activities as taught by a health professional employee for a specific patient. These include and are limited to: assisting with the change of a colostomy bag; washing hair; reinforcement of dressing; assisting with the use of devices for aid to daily living (for example, a walker or wheelchair); assisting with prescribed range of motion exercises which the home health aide and the patient have been taught by a health professional employer; assisting with prescribed ice cap or collar; doing simple urine tests for sugar, acetone, or albumin; measuring and preparing special diets; recording and measuring intake and output. The home health aide shall not change sterile dressings, irrigate body cavities, irrigate a colostomy or wound, perform gastric lavage or gavage, catheterize a patient, administer medications, apply heat by any method, care for a tracheostomy tube, or perform any personal health service which has not been included by the nurse in the patient care plan.
   c. Keeping records of personal health care activities.
   d. Observing and reporting appearance and gross behavioral changes in the patient.

3. The major duties of a home health aide are to:

   a. Assist client with eating and dressing.
   b. Assist with bathing of client in bed, tub, or shower.
   c. Assist with care of teeth, mouth, hair, and nails.
   d. Assist client on and off bedpan or toilet.

e. Assist client in walking and in moving from bed to chair and to and from wheelchair.
f. Prepare and serve normal diets.
g. Take temperature, pulse, and respiration when advised.
h. Help client follow medical recommendations, such as increased physical activity.
i. Keep simple records as instructed by the nurse.
j. Perform some household tasks important to the patient's health needs, including light housekeeping; making and changing bed; dusting and vacuuming patient's room; dishwashing; tidying kitchen, bedroom, and bathroom; listing needed supplies; shopping; doing patient's personal laundry.

Curriculum Framework and Student Performance Standards

Program standards for vocational education are published in the Curriculum Frameworks and Student Performance Standards. Because these standards change from year to year, new programs must be based on the latest published curriculum frameworks and student performance standards for home health aide.

The 1986-87 framework and standards follow.

CURRICULUM FRAMEWORK
FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Health Occupations

EFFECTIVE DATE: July, 1987

PROGRAM TITLE: Home Health Aide

CODE NUMBER: Secondary 8418000 Postsecondary HCP0993

Florida CIP H017.040400

SECONDARY SCHOOL CREDITS: 1 COLLEGE CREDITS: ____

POSTSECONDARY ADULT VOCATIONAL CREDITS: ____

APPLICABLE LEVELS: ____ 7-9 ____ 9-12 x Other 12, 13-15, 21
____ Postsecondary Adult Vocational ____ Postsecondary Vocational

CERTIFICATION COVERAGE: NURSING ED @5
PRAC NURSE 7

I. **Major Concepts/Content.** This program is designed to prepare students for employment as home attendants (354.377-014), nurse aides (355.674-014), orderlies (355.674.018), home health aides, or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, instruction in those supportive services which are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in Rules of the Department of Health and Rehabilitative Services, Division of Health, Chapter 10D-68: Minimum standards for home health agencies. Additional content includes legal and ethical responsibilities, basic human needs, a safe and healthy environment, the aging process, nutritional needs, personal care, special care, rehabilitation needs, household management, record keeping, pet-facilitated therapy, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job-preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

II. **Laboratory Activities.** Basic infection control, first aid, CPR, vital signs, household skills, and client care skills are an integral part of this course. Clinical experiences are an appropriate part of this program where the student may demonstrate/perform bedside client care, including the procedures listed in Student Performance Standards.

III. **Special Notes.** This program may be taught using a team teaching plan utilizing Home Economics and Health Occupations certified teachers.

The Health Occupations Students of America, Inc., is the appropriate vocational student organization for providing leadership training experience and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following are required for each student: a training plan signed by the student, the instructor, and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

The typical length of this program for an average achieving student is 150 hours.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Demonstrate knowledge of legal and ethical responsibilities.
02. Demonstrate knowledge of basic human needs and their relationship to the home health aide.
03. Provide a safe and healthy environment.
04. Demonstrate knowledge of changes that occur in the aging process.
05. Demonstrate knowledge of nutritional needs and food management.
06. Provide personal care and hygiene.
07. Perform special care activities.
08. Assist client with meeting rehabilitation needs.
09. Perform household services essential to the client's health.
10. Record and report observations.
11. Demonstrate employability skills.

STUDENT PERFORMANCE STANDARDS

EFFECTIVE DATE: July, 1987

PROGRAM AREA: Health Occupations

SECONDARY NUMBER: 8418000

COURSE TITLE: Home Health Aide

POSTSECONDARY NUMBER: HCP0993

01.0 **Demonstrate knowledge of legal and ethical responsibilities.** The student will be able to:

- 01.01 Explain "Patient's Bill of Rights."
- 01.02 Describe the role of each team member.
- 01.03 Explain the role of the home health aide in relation to other team members.
- 01.04 Describe the responsibility of the agency to the aides and staff.
- 01.05 Provide health care within the policies of the facilities/agencies where he or she works.
- 01.06 Provide health care within the legal framework of his or her job description.
- 01.07 Explain the information which should be included in a written plan of care.

02.0 **Demonstrate knowledge of basic human needs and their relationship to the home health aide.** The student will be able to:

- 02.01 Identify ways in which people communicate with each other.
- 02.02 Describe the importance of the family to individuals and to society.
- 02.03 Describe behavior which may be observed when basic needs are not met.
- 02.04 Describe the basic needs which home health aide services help to meet.
- 02.05 Identify situations which might need home health aide services.
- 02.06 Identify common reactions of family members to illness or stress and how they might be handled.
- 02.07 Recognize changes or events in a family that the home health aide should report to the supervisor.

03.0 **Provide a safe and healthy environment.** The student will be able to:

- 03.01 Explain methods of infection control.
- 03.02 Wash hands using aseptic technique.
- 03.03 Identify fire/safety hazards and methods of control.
- 03.04 List causes of accidents.
- 03.05 Use protective devices.
- 03.06 Practice good body mechanics.

04.0 **Demonstrate knowledge of changes that occur in the aging process.** The student will be able to:

- 04.01 Describe the general characteristics and the particular needs and problems of older persons.

04.02 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
04.03 Distinguish between facts and fallacies of the aging process.
04.04 Identify signs and symptoms of common disorders and diseases.
04.05 Identify community resources and services available to older persons.
04.06 Describe the feelings, reactions, and needs of the dying person, family members, and the home health aide.

05.0 **Demonstrate knowledge of nutritional needs and food management.** The student will be able to:

05.01 Explain regional, cultural, and religious food patterns.
05.02 Prepare a food plan including the basic four food groups.
05.03 List factors to be considered when purchasing food.
05.04 Prepare a meal.
05.05 Feed the client.
05.06 Describe special and therapeutic diets.

06.0 **Provide personal care and hygiene.** The student will be able to:

06.01 Bathe the client.
06.02 Give oral hygiene.
06.03 Give back rub.
06.04 Provide hair care.
06.05 Provide nail care.
06.06 Shave the client.
06.07 Dress the client.
06.08 Provide foot care.
06.09 Make the bed.
06.10 Provide for the client's elimination needs.

07.0 **Perform special care activities.** The student will be able to:

07.01 Measure and record vital signs.
07.02 Change nonsterile dressings.
07.03 Apply cold applications.
07.04 Apply support stockings and prosthetic devices.
07.05 Give perineal care.
07.06 Assist client with a sitz bath.
07.07 Collect specimens.
07.08 Perform sugar and acetone tests.
07.09 Care for catheters and tubes.
07.10 Assist client with taking self-administered prescribed medication.
07.11 Change a colostomy bag.
07.12 Provide special skin care.
07.13 Measure and record intake and output.
07.14 Perform CPR.
07.15 Perform first aid.
07.16 Perform postmortem care.

08.0 **Assist client with meeting rehabilitation needs.** The student will be able to:

08.01 Define rehabilitation.
08.02 List the purposes of a rehabilitation program.

08.03 Assist the client with meeting optimum activities of daily living (ADL).
08.04 Lift, hold, or transfer a client using good body mechanics.
08.05 Perform prescribed range of motion exercises.
08.06 Assist the client in the use of ambulatory support devices.

09.0 **Perform household services essential to the client's health.** The student will be able to:

09.01 State the role of a home health aide in maintaining a clean environment.
09.02 List ways of establishing an individual work plan with the client and family.
09.03 Demonstrate the correct procedures for household cleaning tasks.
09.04 Identify the methods for proper food storage.
09.05 Identify the methods for proper medication storage.

10.0 **Record and report observations.** The student will be able to:

10.01 Describe the difference between objective and subjective reporting.
10.02 Identify methods of observation.
10.03 Identify different methods of communicating.
10.04 Maintain a record of daily care.
10.05 Record mileage.
10.06 Assist in completing an incident report.

11.0 **Demonstrate employability skills.** The student will be able to:

11.01 Conduct a job search.
11.02 Secure information about a job.
11.03 Identify documents that may be required when applying for a job.
11.04 Complete a job application.
11.05 Demonstrate competence in job interview techniques.
11.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
11.07 Identify acceptable work habits.
11.08 Demonstrate knowledge of how to make job changes appropriately.
11.09 Demonstrate acceptable employee health habits.

INSTRUCTIONAL APPROACH

The instructional content of this vocational program is based on tasks performed and employability skills required on the job. The criteria used for evaluating student performance are determined by job performance standards. Each task to be performed, the conditions under which the student must perform, and the standard by which the performance will be evaluated are made known in explicit terms, in writing, to the student (and to any other interested persons) before instruction. The statement containing this information is often called a performance objective.

Content and pacing decisions are based on the instructional needs of the individual student--that is, on the discrepancies between necessary skills and current skill attainments. Ways of meeting those needs are determined by an assessment of the student's aptitudes, learning styles, and career goals. Therefore, at any one time, different students will be working on different objectives.

Each student is expected to acquire the necessary knowledge and skills to demonstrate through performance of each task that he or she has reached the specified standard of performance. Since actual performance is the only reliable proof of competence, successful completion of the program is dependent on the student's demonstrated attainment of the knowledge and skills for which instruction has been provided.

This program may be taught, incorporating the team teaching approach, in cooperation with the Home Economics Department for the nutritional needs and household management component.

Clinical experiences are an appropriate part of this program, and a sample Clinical Observation Agreement form is included at the end of this Program Guide.

Suggested Course Outline

Units of instruction should provide competencies required for the home health aide with learning activities organized to help students meet program objectives. The modules recommended for consideration in designing a Home Health Aide program are:

Module I:	Legal and Ethical Responsibilities
Module II:	Basic Human Needs
Module III:	Safe and Healthy Environment
Module IV:	Changes Related to Aging
Module V:	Nutritional Needs and Food Management
Module VI:	Personal Care and Hygiene
Module VII:	Special Care Activities
Module VIII:	Rehabilitation Needs
Module IX:	Household Services
Module X:	Record and Report Observations
Module XI:	Employability Skills

Any given school should develop the number of modules which will best meet the needs of the students in that school and not exceed the community resources for course-related student activities. The number and order of presentation of the modules can be varied to fit the objectives of the school, student interests, and available supportive community health care agencies. Following are seven sample module outlines.

Module I: Legal and Ethical Responsibilities

A. Objectives

On completion of this module, the student will be able to:

1. Explain "Patient's Bill of Rights."
2. Describe the role of each team member.
3. Explain the role of the home health aide in relation to other team members.
4. Describe the responsibility of the agency to the aides and staff.
5. Provide health care within the policies of the facilities/agencies where he or she works.
6. Provide health care within the legal framework of his or her job description.
7. Explain the information which should be included in a written plan of care.

B. Course Outline

1. Policies and procedures
   a. Controls on health care workers
   b. Legal terms and boundaries
   c. Patients' rights and responsibilities
2. Employer/employee responsibilities
   a. Team concept
   b. Job description
   c. Communication
      (1) Working relationships
      (2) Listening skills
      (3) Verbal/nonverbal
      (4) Written

C. Student Activities

1. Role-play situations in which a patient's rights have been violated.
2. Compile information from several agencies describing the home health aide's role within that agency.
3. Practice communication skills--role-play in small groups to demonstrate types of nonverbal communication.
4. Write a plan of care.

Module II: Basic Human Needs

A. Objectives

On completion of this module, the student will be able to:

1. Identify ways in which people communicate with each other.
2. Describe the importance of the family to individuals and to society.
3. Describe behavior which may be observed when basic needs are not met.
4. Describe the basic needs which home health aide services help to meet.
5. Identify situations which might need home health aide services.
6. Identify common reactions of family members to illness or stress and how these reactions can be handled.
7. Recognize changes or events in a family that the home health aide should report to his or her supervisor.

B. Course Outline

1. Orientation to home care
   a. Functions
   b. Services
   c. Team
      (1) Community health nurse
      (2) Registered nurse
      (3) Licensed practical nurse
      (4) Physical therapist
      (5) Occupational specialist
      (6) Speech pathologist
      (7) Nutritionist
      (8) Social worker
2. Responsibilities to job
   a. Tasks
   b. Qualities expected
   c. Job worthiness
   d. Legal aspects
3. Meeting needs--child/geriatric
   a. Client
   b. Family
4. Relating and communicating
   a. Verbal
   b. Nonverbal
5. Observation
   a. Methods
   b. What to observe
6. Reporting and recording
   a. What to report
   b. When to report
   c. How to report

C. Student Activities

1. Observe classmates and family members and list ways people relate to each other.
2. Practice communication skills in a small group.

3. Compile a list of a client's daily needs and discuss how these may be modified.
4. Meet with a representative of a home health agency to identify guidelines for patient enrollment, services offered, and the agency's protocol for reporting.
5. Interview family members or friends who have experienced illness. Learn about their reactions to the illness and their emotional responses to others.

Module III: Safe and Healthy Environment

A. Objectives

On completion of this module, the student will be able to:

1. Explain methods of infection control.
2. Wash hands using aseptic technique.
3. Identify fire/safety hazards and methods of control.
4. List causes of accidents.
5. Use protective devices.
6. Practice good body mechanics.

B. Course Outline

1. Principles of infection control
   a. Home
   b. Health care facility
   c. Handwashing
2. Fire guidelines
   a. Extinguishing different types of fires
   b. Confining fire
   c. Evacuation of clients
3. Safety guidelines
   a. How to avoid falls
   b. Common safety hazards
      (1) Home
      (2) Equipment
   c. Restraints
4. Body alignment
   a. Rules of lifting and moving
   b. Rules of turning

C. Student Activities

1. Survey the area for potential safety hazards.
2. Work with a partner and list as many safety considerations as possible in your homes.
3. Have partner observe body mechanics while performing tasks such as picking up objects, moving objects, and lifting, moving, and turning a classmate in bed.
4. List some common diseases you or those close to you have contracted. Describe ways the environment can be controlled to avoid these diseases.
5. Practice common aseptic practices.

Module V: Nutritional Needs and Food Management

A. Objectives

On completion of this module, the student will be able to:

1. Explain regional, cultural, and religious food patterns.
2. Prepare a food plan including the basic four food groups.
3. List factors to be considered when purchasing food.
4. Prepare a meal.
5. Feed the client.
6. Describe special and therapeutic diets.

B. Course Outline

1. Cultural food patterns
2. Religious food patterns
3. Function, sources, and dietary requirements of nutrients
4. Sources and functions of minerals
5. Sources and functions of vitamins
6. Basic four food groups
7. Meal planning criteria
8. Food purchasing criteria
9. Diet modifications
10. Serving food to clients

C. Student Activities

1. Find out differences in cost between foods that are sources of carbohydrates and foods that are sources of fats.
2. Keep a list of foods eaten in the past twenty-four hours and evaluate them in relation to the basic four food groups balanced diet.
3. Write a meal plan for twenty-four hours, then modify it to accommodate several different cultural and religious food patterns.
4. Role-play a situation between a diet counselor and a client.
5. Plan a day's menu. Visit a supermarket and compute the cost, then modify the menu to lower the cost. Adapt the menu for a patient on a low-sodium diet, a low-fat diet, and a diabetic diet. Tell which foods are sources of which vitamins and minerals. Determine what percentage of the day's food did not contain vitamins.
6. Organize a campaign to teach other students about the basic four food groups, using bulletin boards and flyers.
7. Visit a supermarket and compare the prices of prepared foods versus nonprepared foods. Compare the prices of name-brand items to generic items.
8. Compare prices of selected items at a supermarket, a convenience store, and a health food store.
9. Discuss methods of preparing fruits and vegetables.
10. Discuss the use of newspaper advertisements and coupons in reducing the cost of groceries.
11. Make a list of kitchen equipment, condiments, and cleaning supplies needed to prepare a specific meal, then prepare the meal and serve it to a classmate or family member.

Module VI: Personal Care and Hygiene

A. Objectives

On completion of this module, the student will be able to:

1. Bathe the client.
2. Give oral hygiene.
3. Give back rub.
4. Provide hair care.
5. Provide nail care.

B. Course Outline

1. Bathing guidelines
   a. Comfort
   b. Safety
   c. Therapeutic effects
   d. Perineal care
2. Oral hygiene
   a. Brushing
   b. Flossing
   c. Care of dentures
3. Hair care
   a. Washing
   b. Brushing/combing
   c. Styling
4. Nail care
   a. Using orangewood stick
   b. Cutting and filing

C. Student Activities

1. Practice complete/partial bath using manikin.
2. Demonstrate bathing and grooming techniques on partner.
3. View audiovisuals on personal care.

Module IX: Household Services

A. Objectives

On completion of this module, the student will be able to:

1. Identify the conditions that cause spread of microorganisms.
2. Perform basic cleaning procedures.
3. Care for housekeeping equipment.

B. Course Outline

1. Principles of sanitation
   a. Types of microorganisms
   b. Transmission of microorganisms
   c. Growth of bacteria

d. Disease-causing bacteria
e. Contraction of infection

2. General environmental sanitation
   a. Handwashing techniques
   b. Types and classes of disinfectants
   c. Principles of dusting, washing surfaces, vacuuming, mopping, and scrubbing
   d. Care of walls, ceilings, and windows
   e. Care of furniture
   f. Care of kitchen
3. Sanitation of equipment

C. Student Activities

1. Practice proper handwashing techniques.
2. Make a list of common disinfectants and tell where in the home each should be used.
3. Evaluate your home and list weekly and daily cleaning tasks. Make a plan for cleaning the kitchen and bedroom.
4. Discuss what floor maintenance your home requires and what supplies and equipment would be needed.
5. Discuss how the dishes in your home should be cared for.

Module X: Record and Report Observations

A. Objectives

On completion of this module, the student will be able to:

1. Discuss the characteristics of communication.
2. Use medical terminology.
3. Communicate the patient's condition to the nursing supervisor.
4. Record the care given.

B. Course Outline

1. Elements of communication
2. Verbal communication
   a. Volume, tone, and pitch
   b. Word meaning
   c. Speech content
   d. Development of interpersonal relationships
3. Nonverbal communication
   a. Body language
   b. Eye contact
4. Abbreviations
   a. Prefixes and suffixes
   b. Common medical terms
5. Reporting
   a. Subjective
   b. Objective
6. Rules of communication
7. Communication with learning-impaired and speech-impaired clients

C. Student Activities

1. View audiovisuals on communication.
2. Play a game where players must communicate words using nonverbal techniques.
3. Present to the class a list of words that may have double meanings depending on nonverbal signs or tone of voice.
4. Make flash cards for medical abbreviations.
5. Give a report about a classmate's symptoms and reactions in a role-playing hospital situation.

STUDENT LEARNING GUIDE

PROGRAM: Home Health Aide

DUTY AREA: Personal Care and Hygiene

TASK: **Give complete bed bath.**

PERFORMANCE OBJECTIVE:

Given bath linen, a bath thermometer, soap, and the patient's clean clothes, administer a complete bed bath to a patient. The following criteria must be met:

1. The patient must be accorded privacy and comfort.
2. The patient must be clean.
3. There must be strict adherence to rules regarding the patient's safety.
4. Bath water must be changed as needed.

DELIVERY SYSTEM: Reading, filmstrip, demonstration, practice, evaluation.

LEARNING ACTIVITIES	RESOURCES
1. Read information from textbook explaining the bath and the advantages of bathing the patient.	1. Text: Rambo, Beverly. Nursing Skills for Clinical Practice. Philadelphia, Pa.: Saunders Company, 1982, 336-341.
2. Study the pictures in the textbook.	2. Text: Nursing Skills for Clinical Practice. 338-340.
3. View filmstrip.	3. Bed Bath. Tallahassee, Fla.: State of Florida Dept. of State, 1982.
4. Watch demonstration.	4. Instructor using manikin.
5. Define terminology--perineal region, perineum, suppuration, vaginal.	5. Thomas, Clayton L. Taber's Cyclopedic Medical Dictionary. Philadelphia, Pa.: F. A. Davis, Rev. 1985.
6. Practice your activity.	6. Student/partner, text, filmstrip, pictures.
7. Evaluate your knowledge.	7. Performance guide for bathing the patient.

PERFORMANCE OBJECTIVE

PROGRAM: Home Health Aide

DUTY AREA: Personal Care and Hygiene

TASK: **Give complete bed bath.**

PERFORMANCE OBJECTIVE:

Given bath linen, a bath thermometer, soap, and the patient's clean clothes, administer a complete bed bath to a patient. The following criteria must be met:

1. The patient must be accorded privacy and comfort.
2. The patient must be clean.
3. There must be strict adherence to rules regarding the patient's safety.
4. Bath water must be changed as needed.

Performance Guide

1. Explain procedure to patient.
2. Wash hands.
3. Gather equipment.
4. Identify patient.
5. Check temperature of room and eliminate drafts.
6. Prepare bath water at 110°-115° F.
7. Provide for privacy.
8. Raise bed to working height. Lower nearest side rail.
9. Place bath blanket over patient.
10. Fanfold bed linens to foot of bed. Do not expose patient.
11. Remove patient's gown or pajamas.
12. Place face towel across patient's chest.
13. Form wash cloth into mitt over hand.
14. Wash and dry patient's face and neck; use soap only if desired by patient.
15. Place bath towel under patient's arm and wash and dry arm.
16. Place hand in basin, soak, and give nail care, if necessary.
17. Wash other arm in same manner.
18. Use deodorant or powder, if appropriate.
19. Place towel over patient's chest and fanfold bath blanket to waistline.
20. Wash, rinse, and dry chest, using a circular motion, without exposing patient.
21. Cover chest with towel.
22. Fold blanket to pubic bone and wash, rinse, and dry lower abdomen. Replace blanket.
23. Place towel lengthwise under one leg and tuck bath blanket around upper leg to prevent draft.
24. Place basin on bed and put patient's foot into it.
25. Wash and rinse leg from hip to foot.
26. Wash, rinse, and dry other leg and foot in same way.
27. Obtain fresh water.
28. Wash, rinse, and dry patient's perineal area. Change water.
29. Turn patient to side. Be sure side rail is up on opposite side of bed.
30. Wash patient's back with long, soothing strokes.
31. Give back rub according to procedure.
32. Put on clean gown or pajamas. Care for hair.

33. Place bed in low position.
34. Attach signal bell and place bedside table within reach.
35. Leave patient comfortable and in good alignment.
36. Replace equipment and tidy room.
37. Report and record observations.
38. Wash hands.

My signature indicates that the student has completed this task with a rating of _____.

_____ _____

Date Teacher's Signature

STUDENT ORGANIZATION PARTICIPATION

Vocational student organizations operate pursuant to federal and state laws which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The Florida Board of Education Rules authorize vocational student organizations as an integral part of the vocational education program, **SBER 6A-6.64 (7)** and **6A-6.65 (8).**

The Florida Association of Health Occupations Students of America (HOSA) is specifically designed for students enrolled in health occupations education programs. HOSA activities are included as an integral part of the curricula, and they complement and enrich instruction in each program area.

HOSA stresses student participation in planning and conducting projects involving community service, career planning, social service, parliamentary procedure, public speaking, and program-related, competency-based competitive events.

HOSA stresses the recognition and promotion of the worth and dignity of each member and the development of both leadership and "followship" skills. The importance of maintaining health and striving for students' increased knowledge and skills in health occupations education programs is inherent in the HOSA philosophy. Participation in HOSA helps to foster integrity, enthusiasm, and devotion to a career in the health occupations.

Involvement in HOSA will assist students in assuming responsibility, in working cooperatively, and in becoming more proficient in their chosen health occupations careers. The national HOSA motto is The Hands of HOSA Mold the Health of Tomorrow.

STUDENT ADMISSIONS AND TEACHER STANDARDS

Student Admissions Requirements

Those who desire to enter the Home Health Aide program must be at least eighteen years of age. An acceptable reading comprehension level is sixth grade, as evaluated by the Test of Adult Basic Education. All students enrolled will have a physical exam including serology and tuberculin skin test.

Teacher Certification and Other Qualifications

Listed below are the certification coverages included in the 1986-87 Course Code Directory for Home Health Aide Occupations:

NURSING ED @ 5 PRACTICAL NURSING 7

The teacher is qualified to teach Home Health Aide by having fulfilled one or more of the following requirements:

1. The teacher has obtained a regular or temporary Florida teacher's certificate with appropriate coverages.
2. The teacher has been approved by the local school board in accordance with official school policy.
3. The teacher is currently licensed in Florida as a registered nurse and has a minimum of two years' work experience as a registered nurse.

FACILITIES

Design Criteria

The facility should provide space and learning stations to enable the instructor to meet program objectives.

Florida State Board of Education Rule 6A-2, 32 specifies the size of space and occupant design that school districts and community colleges must follow in planning and designing facilities for Home Health Aide programs. The minimum, normal, and maximum size facilities recommended for an occupancy design capacity of fifteen students are listed below.

	Minimum	Normal	Maximum
Home Health Aide Multipurpose Laboratory/Classroom	54 sq. ft.	57 sq. ft.	59 sq. ft.
P-6 Storage, Material	120 sq. ft.	125 sq. ft.	130 sq. ft.
Total	174 sq. ft.	182 sq. ft.	189 sq. ft.
Occupancy: 15 x Total Square Feet	2,610 sq. ft.	2,730 sq. ft.	2,835 sq. ft.

District schools and community colleges desiring to vary from size and occupancy design criteria may do so by providing justification in the educational specifications document, which is subject to the approval of the Office of Educational Facilities Construction.

Additional recommended facility specifications are as follows:

I. Laboratory

A. Patient care area. Allow at least four feet between beds to accommodate bedside cabinet and to give ample work space. Allow at least eight feet for length of bed to permit working space at end of bed. This will require a minimum of 56 to 60 square feet for one patient area. If beds are placed on both sides of the room and opposite each other, allow a minimum of four feet between the end of each bed. These units should be separated by curtains suspended from ceiling curtain tracks.

B. Utility Area

1. "Clean Area" should contain a double sink with work ledge on each side, storage cabinets underneath, and wall cabinets with locks above. This area is used to store patient care items such as soap, lotion, and treatment supplies.

2. "Dirty Area" should contain 33-inch utility sink with counter space for cleaning soiled equipment such as bed pans and basins.

3. Linen storage closet should have adjustable shelves on three sides. This area is used to store bed linen and small equipment such as bed cradles and foot boards.

4. Handwashing area should have two lavatory sinks with hot and cold water, soap dispensers, and towel dispensers.

II. Lecture/demonstration room and classroom

A. Lecture/demonstration room should include patient care unit and teaching station at front of room.

B. Classroom should accommodate fifteen to twenty students and should be separated from the lecture/demonstration area by a folding partition with maximum sound-insulating properties. This smaller classroom will permit flexible scheduling for demonstrations to small groups and for testing.

III. Office

A faculty office should provide space for recruiting and interviewing applicants, maintaining records, making reports, holding conferences with students, and preparing for instruction.

IV. Storage room

Storage room should be in a central area easily accessible to classroom and laboratory. Projectors, torsos, audiovisual carts, wheelchairs, and stretchers should be stored in this area.

V. Reference center

This area should accommodate a study table and chairs for at least one-half of the students enrolled. Reference materials, films, filmstrips, tapes, and miniature models should be stored in locked wall cabinets. Three study carrels with electrical outlets should be provided.

Suggested Equipment and Supplies

Instructional resources including tools, equipment, and supplies should be provided and utilized to enable the instructor to meet specific program objectives.

Listed below are the equipment and supplies necessary to accommodate the entire program.

I. Laboratory

4 adult beds with side rails
4 bedside cabinets
4 bedside chairs
4 overbed pedestal tables
1 child crib
1 scale, upright

1 wheelchair
1 geriatric chair
1 chalkboard at least 4' x 12'
1 tackboard

II. Lecture/demonstration room and classroom

1 projection screen, mounted
1 set of anatomical charts
1 skeleton and cabinet on wheels
1 torso model with table on wheels
1 tackboard
1 chalkboard
1 lectern
1 teacher's desk, 30" x 30" x 82"
1 desk chair
20 movable desk chairs with fold-down tops and bookshelves under seats
2 four-drawer Montisa (or similar) file cabinets
2 filmstrip projectors with headphones
1 projector 35mm film recorder loop with headphones
1 human skeleton
2 anatomical models of patient
1 legal-size drawer file cabinet

III. Reference center

2 library tables, 72" x 30"
15 straight chairs
1 magazine rack
1 tackboard
3 individual study carrels
Adjustable bookshelves for reference books and vertical file boxes
Locked wall cabinets to store audiovisual material

Minimal additional items of equipment or supplies necessary for specific modules are listed below.

Module III: Safe and Healthy Environment

Hosiery
Wrist restraints

Module V: Nutritional Needs and Food Management (in cooperation with Home Economics)

Cooking utensils
Dishes/flatware
Dishwashing supplies
Food/condiments

Module VI: Personal Care and Hygiene

Bath basin
Emesis basin

Denture cup
Toothbrush
Hairbrush
Tongue blade
Razor
Soap/lotion
Bed linen--sheets, drawsheet, bedpad, blanket or spread, bath blanket, bath towel, washcloth
Bedpan
Commode
Urinal

Module VII: Special Care Activities

Thermometer
Stethoscope
Sphygmomanometer
Dressings
Hot water/ice bag
Support stockings
Portable sitz basin
Specimen containers--urine, stool, clean catch
Colostomy bag
Sugar and acetone testing kits
Catheter and drainage bag
Postmortem pack
Recussci Anne for CPR

Module VIII: Rehabilitation Needs

Walker
Cane
Sling

Module IX: Household Services

Household cleaning supplies
Washer/dryer
Stove
Refrigerator
Vacuum cleaner
Mop
Pail
Dustpan and brush
Scouring pads
Wastebasket
Broom

Safety

The Florida State Board of Education establishes rules for the operation of public schools. **Part III, Section B, Chapter 6A-2** of the rules contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

S.B.E. Rule 6A-2.97: Safety devices in shops, laboratories, and other process areas contains no specific subdivisions for Home Health Aide programs, but the following list should be considered in ensuring safety in clinical areas and classrooms.

Frayed electrical cords
Broken bed rails
Sharp objects (store in marked container)
Broken glass (dispose of promptly)
Unsafe obstructions in halls
Ungrounded equipment
Unsafe stretchers, wheelchairs
Broken doors
Missing light bulbs
Fire hazards
Exit door (keep locked)
Broken electrical switches
Loose or missing tiles
Loose carpet

Other considerations are:

Heating pads should bear the approval of Underwriters' Laboratory.

In infrared lamps and light cradles, use only 25-watt bulbs and be sure to secure cradle.

Electrical equipment should be explosion proof and tested every thirty days.

Electrical equipment should be grounded, properly maintained, and tested every thirty days.

Matches and cigarettes should be removed from patients receiving oxygen.

The call light and patient's personal articles should be within reach on the bedside stand.

Flammable chemicals should be stored properly.

Suitable extinguishers should be on the floor, and students should know where the fire alarm is located in each unit.

INSTRUCTIONAL RESOURCES

Audiovisual Materials

Module I: Legal and Ethical Responsibilities

Ethics for Nursing Assistants, Nurse Ethics and the Law, Legal Responsibility, The Nursing Team and the Law. Chatworth, Calif.: Career Development Corp., 1978. Filmstrip with cassette.

Ethics for the Nursing Assistant, Grooming and Personal Hygiene. Tallahassee, Fla.: State of Florida Department of State, 1982. Filmstrip with cassette.

Module II: Basic Human Needs

Crises, Defense Mechanisms. Garden Grove, Calif.: Medcom, 1983. Filmstrip with cassette.

Module III: Safe and Healthy Environment

Body Mechanics, Hospital Infection Control Program, Housekeeping Safety, Lifting and Moving, Medical Asepsis, Orientation to Housekeeping, Patient Safety from Thermometer to Wheelchair, Safety Is a Matter of Vigilance. Garden Grove, Calif.: Medcom, 1984. Filmstrips with cassettes.

Patient Safety (two parts), Infection Control III. Irvine, Calif.: Concept Media, 1984. Filmstrip with cassette.

Module IV: Changes Related to Aging

Biological Changes of Aging, Death and Dying, the Elderly, Function and Capacity, Gerontologic Nursing, The Hospice Concept, Physical Appearance and Special Services, Process of Grieving, Shock, the Acute Phase, Teaching Patients with Diabetes. Garden Grove, Calif.: Medcom, 1984. Filmstrips with cassettes.

Prospectives on Aging (four parts). Irvine, Calif.: Concept Media, 1985. Filmstrip with cassette.

Gramp--A Man Ages and Dies. Pleasantville, N.Y.: Sunburst Films, Inc., 1985. Filmstrip with cassette.

Module V: Nutritional Needs and Food Management

Apothecary Measurements, Energy Balance--Your Key to Weight Control, Feeding the Patient, Household Measurements, The Metric System, Nutrition--Diet and Health, Nutrition--Guidelines to Diet Selection. Garden Grove, Calif.: Medcom, 1984. Filmstrips with cassettes.

Foods for You, Foods--Storing Our Products, The Great American Grocery Cart, The Menu Is Served, Nutrition and the Aging Patient, Nutrition and You, Patient Nutrition, Some of Our Patients Are on Diets. Oaklawn, Ill.: Educational Products, Inc., 1985. Filmstrips with cassettes.

Module VI: Personal Care and Hygiene

How to Give Your Patient a Bed Bath, Personal Hygiene Care for Your Patients. Pasadena, Calif.: Techniques Learning Council, 1985. Filmstrips with cassettes.

Bed Bath, Oral Hygiene, Special Oral Hygiene. Tallahassee, Fla.: State of Florida Department of State, 1982. Filmstrips with cassettes.

Basic Bedmaking for Patients, Comfort and Safety, Occupied Bed, Recognition and Prevention of Bedsores. Garden Grove, Calif.: Medcom, 1984. Filmstrips with cassettes.

Module VII: Special Care Activities

Bladder Training, Blood Pressure, Bowel Elimination, Bowel Training, Care of the Catheter, Collecting Urine Specimen, Electronic Thermometer, The Fractional Urine Test, Guidelines for Nursing Care, Indwelling Catheter, Intake and Output, Local Application of Heat and Cold, Peri Care, Temperature, Pulse, Respiration, Urinary Care, Vital Signs--Blood Pressure, Vital Signs--Temperature. Garden Grove, Calif.: Medcom, 1982. Filmstrips with cassettes.

First Aid (Series A, B, and C). Pleasantville, N.Y.: Sunburst Films, Inc., 1985. Filmstrip with cassette or videocassette.

Module VIII: Rehabilitation Needs

Bowel and Bladder Management, Range of Joint Motion Exercise, Rehabilitation of a Patient with a Stroke, Transfer Activities and Ambulation. Garden Grove, Calif.: Medcom, 1982. Filmstrips with cassettes.

Module IX: Household Services

Orientation to Housekeeping. Garden Grove, Calif.: Medcom, 1981. Filmstrip with cassette.

Module XI: Employability Skills

Applying for a Job, Get the Job--Handling the Interview. New York, N.Y.: Sterling Education Films, 1981. 16mm films.

Courtesy: Who Needs It? Chicago, Ill.: Coronet Instructional Films, 1980. Film.

Audiovisual Sources

Concept Media
2493 DuBridges Avenue
Irvine, CA 92714

Coronet Instructional Films
65 East South Water Street
Chicago, IL 60601

Medcom
Post Office Box 116
Garden Grove, CA 92642

Florida Department of Education
Division of Vocational, Adult, and Community Education
Knott Building
Tallahassee, FL 32301-8101

Sterling Education Films
241 East 34th Street
New York, NY 10016

Sunburst Films, Inc.
39 Washington Avenue
Pleasantville, NY 10576

Print Materials

American Health Care Association. Understanding Aging and Human Needs. Washington, D.C.: 1978.

American Red Cross. Standard First Aid and Personal Safety. Garden City, N.Y.: Doubleday, 1976.

Brooks. The Human Body: Structure and Function in Health and Disease. St. Louis, Mo.: C. V. Mosby, 1980.

Caldwell, Esther, and Barbara Hegner. Geriatrics, a Study of Maturity. Albany, N.Y.: Delmar, 1981.

_____. Health Assistant. Albany, N.Y.: Delmar, 1981.

Employability Skills Series: Applying for a Job, Good Work! Tallahassee, Fla.: Department of Education, 1979.

Huber, H., Spatz, A., and Coviello, C. Homemaker, Home Health Aide. Albany, N.Y.: Delmar, 1980.

Juvenile Diabetic Mellitus. Galveston, Tex.: University of Texas Medical Branch, 1983.

Noonan, Karen. Coping with Illness. Albany, N.Y.: Delmar, 1981.

Rambo, Beverly. Nursing Skills for Clinical Practice. Philadelphia, Pa.: Saunders Company, 1982.

Schneidman, Rose. Being a Nursing Assistant. Englewood Cliffs, N.J.: Prentice-Hall Publishing Company, 1983.

Thomas, Clayton L. Taber's Cyclopedic Medical Dictionary. Philadelphia, Pa.: F. A. Davis, 1977.

Townsend, Carolyn. Nutrition and Diet Therapy. Albany, N.Y.: Delmar, 1985.

Zucker, Elana. Being a Homemaker/Home Health Aide. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

Professional Organizations and Support Services

The following are resources that may be helpful in obtaining information and materials for your program.

American Cancer Society
3901 N.W. 79th Avenue
Suite 224
Miami, FL 33166

American Optometric Association
4030 Chouteau Avenue
St. Louis, MO 63110

American Society of Allied Health Professions
One Dupont Circle
Suite 300
Washington, DC 20036

Better Vision Institute, Inc.
630 Fifth Avenue
Suite 3157
New York, NY 10020
(Catalog available on request)

Blue Cross of Florida, Inc.
Post Office Box 1798
Jacksonville, FL 32231

Consumer Education Resource Network
1500 Wilson Boulevard
Suite 800
Rosslyn, VA 22209

Diabetic Research Institute
University of Miami School of Medicine
Miami, FL 33125

42

Florida Hospital Association, Inc.
Post Office Box 6905
Orlando, FL 32853

March of Dimes Foundation
22 West Lake Beauty Drive
Suite 102
Orlando, FL 32903

United States Department of Health,
Education, and Welfare
National Institute of Education
Office of Public Information
1200 19th Street Northwest
Washington, DC 20208

United States Public Health Service
Office of Public Affairs
200 Independence Avenue Southwest
Washington, DC 20201

SAMPLE FORM

Clinical Observation Agreement

THIS AGREEMENT, made and entered into this _____ day of _____, 19___, by and between the _____, acting for and on behalf of the _____, herein called the SCHOOL, and the _____, acting for and on behalf of the _____, herein called the AGENCY.

WITNESSETH:

WHEREAS, SCHOOL and AGENCY acknowledge a desire to contribute to education for health practitioners, specifically HHA, LPN, etc., for the benefit of students and community needs; and,

WHEREAS, it is to the mutual benefit of both SCHOOL and AGENCY that students have opportunities for clinical observation in home health care; and,

WHEREAS, the following agreement is effected by the proper authorizing bodies of both parties each in individual status from the other.

NOW, THEREFORE, SCHOOL and AGENCY, in consideration of the mutual benefits to be attained by both, do hereby convenant and agree each with the other to participate in a cooperative program of instruction in clinical observation as follows.

1. SCHOOL will provide and AGENCY will accept students from SCHOOL, provided such students are available, to participate in clinical observation within the framework of SCHOOL's curriculum plan for such students. The number of students to be received by AGENCY and the dates they are to be received under the provisions of this paragraph shall be agreed upon by SCHOOL and AGENCY.

2. SCHOOL will provide one or more faculty members who will be responsible for instruction of the students while participating in the clinical observation experience and for evaluations of such students. The faculty members of SCHOOL will have the responsibility of selecting, planning, and supervising the work of the students, and such selecting, planning, and supervising shall be accomplished in accordance and consistent with the policies and programs of AGENCY.

3. AGENCY will provide appropriate administrative personnel who will cooperate with and provide assistance to the faculty of SCHOOL in selecting the patients and planning for clinical observation experience. AGENCY will provide facilities satisfactory to the faculty of SCHOOL wherein the clinical observation experience can be carried out. The extent of such facilities shall be decided upon by agreement between SCHOOL and AGENCY. SCHOOL will schedule students for clinical observation only during times compatible with and acceptable to AGENCY.

4. AGENCY will obtain written permission from clients for observation by students and will respect the clients' rights to refuse observation by students.

5. SCHOOL shall at all times provide and keep in full force and effect professional liability and comprehensive liability insurance (including contractual coverage) for itself, students, faculty members, and other employees with limits of not less than $1,000,000 per occurrence or claim and shall furnish AGENCY with certificates from the insurance carriers evidencing such coverages and stating that the insurance carriers will not cancel the policies or change insurance limits or fail to renew the policies without giving AGENCY at least ten days advance written notice.

6. The student will be expected to assume the responsibility for his or her own health care. Students will be assisted in obtaining emergency medical care for illnesses or injuries incurred while on assignment.

7. Students will wear the appropriate uniform of students of SCHOOL at all times.

8. SCHOOL is responsible to assure that students accepted by and assigned to AGENCY meet AGENCY standards for evidence of freedom from communicable tuberculosis.

9. Students will have the status of learners and are not employees of AGENCY. Students will not replace AGENCY staff or give service to patients. Students are subject to the authority, policies, and procedures of SCHOOL. They are subject, during clinical assignment, to the same standards as are employees in matters relating to the welfare of patients and the procedures of AGENCY. Students found in violation of the standards may be removed from the clinical experience at the option of either SCHOOL or AGENCY.

10. AGENCY will provide access to sources of information for educational purposes, including the use of client records, procedure guides, and policy manuals. Confidentiality of the clients' records will be protected; all manuals and materials will remain the sole property of AGENCY and will not be copied or duplicated.

11. SCHOOL shall reimburse AGENCY for breakage of or damage to equipment or supplies caused by students or instructors.

12. SCHOOL will indemnify and hold harmless AGENCY for any claim, liability, or damages arising out of any acts or omissions of students or SCHOOL, its employees, or agents.

13. AGENCY agrees that it will comply with the Civil Rights Act of 1964 (P.L. 88-352), which provides that no person in the United States shall on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity supported by federal funds.

14. This AGREEMENT shall automatically renew from year to year unless either party gives at least thirty days written notice to the other party that the AGREEMENT is to terminate on a given date. The fact that no students participate in any given semester shall not affect the continuing existence of this AGREEMENT, unless the required thirty days' written notice is given to terminate it. Specified additional instructional programs may be added to or deleted from this document by addendum.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed in their behalf by their duly authorized agents on the day and year first above written.

By: _____
Superintendent of Schools

By: _____

As its Vice President

WITNESS:

WITNESS:

_____
Attorney for the Board

_____

_____ _____

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/02/87/825 123456789/8987 HO 176 BK 87

Career Merit Achievement Plan

(Career MAP)

Home Health Aide
(HO 17.040400)

Produced by
The Center for Instructional Development and Services
College of Education
Florida State University

For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32399
(904) 488-0484

©State of Florida, Department of State, 1989

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

Career Merit Achievement Plan

(Career MAP)

Home Health Aide
(HO 17.040400)

This Merit Achievement Plan records the achievements of

Student's Name _____

ID Number _____

Address _____

_____

School Name _____

Address _____

_____

Telephone ( ) _____
area code extension

Primary Instructor's Name _____

Initials _____

Other Instructor's Name _____

Initials _____ Signature _____

Date Started _____ Date Completed _____

I confirm that the information on this page is accurate.

_____
Primary Instructor's Signature Date

Acknowledgments

The following business/industry representatives are recognized for their valuable contributions to the identification and validation of the competencies reflected in this MAP:

Joy Barrett, Coordinator of Therapist and Supervisor of Home Health Aide, Visiting Nurse Association, Tampa
Carol Drozdowicz, Director of Education and Staff Development, Miami Children's Hospital, Miami
Ethel Gerakas, Curriculum Supervisor, Adult Health Occupation Education, Broward County Schools, Ft. Lauderdale
Judy Hankin, Health Education Chairperson, Lively Vo-Tech, Tallahassee
Joy Henderson, Coordinator for Health, Cosmetology, and Public Service, Hillsborough County Schools, Tampa
Patricia Lucus, Clinical Care Coordinator, Suncoast Orthopedic Hospital, Largo
Virginia Nordturft, Associate Chief of Nursing Services, VA Medical Center, Tampa
Donna Reno, Director, Clinical Risk Management, Mount Sinai Hospital, Miami Beach
Martha Russell, Director of Nurses, Woodlands Nursing Center, Tampa
Elizabeth Simpson, Regional Training Program Coordinator, National Health Corporation, Plant City
Elaine L. Smith, Department Chairperson, Nursing Programs, St. Petersburg Vo-Tech Institute, St. Petersburg
Al Sparks, Nursing Supervisor, Tallahassee Memorial Regional Medical Center, Tallahassee

The following individuals, all of the Center for Instructional Development and Services, Tallahassee, are also acknowledged for their contributions to this MAP:

Ronald C. Laugen, Project Manager
Kathleen Coleman, Information Researcher
Linda F. Cornelious, Project Assistant
Alice Fisher, Editor
Gary Carroll, Designer

Job Titles

Home Health Aide

Home Health Aide (HO 17.040400)
Home Attendant (354.377-014)

Contents

Acknowledgments ii

Job Titles ii

Overview v
Purposes of the MAP v
How to Use the MAP v
How to Rate Student Performance vi

Home Health Aide (HHA) Student Performance Standards
01.0 Use Verbal and Written Communication 1
02.0 Demonstrate Legal and Ethical Responsibilities 1
03.0 Provide Emergency Care 2
04.0 Perform Aseptic Techniques 2
05.0 Describe the Anatomy and Physiology of the Human Body 3
06.0 Perform Physical Comfort and Safety Functions 3
07.0 Provide Personal Patient Care 4
08.0 Perform Nursing Procedures 5
09.0 Apply Principles of Nutrition 6
10.0 Provide Care for Geriatric Patients 7
11.0 Apply the Principles of Infection Control 7
12.0 Provide Bio-Psycho-Social Support 8
13.0 Perform Supervised Management Functions 8
14.0 Assist with Rehabilitative Activities 9
15.0 Perform Home Health Care Services 9
16.0 Demonstrate Employability Skills 10
17.0 Demonstrate Knowledge of Sexually Transmitted Diseases (STDs), Including AIDS 10

Cooperative Work Experience 12

Notes 13

Overview

This Career MAP includes the performance and knowledge competencies required for entry employment as a home attendant or home health aide. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The MAP is designed to display the intended outcomes and the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or in those that appear at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Student. The student may use the MAP to show potential employers the competencies he or she has mastered. In order to present a complete record, the student should encourage the instructor to rate his or her performance level on all the appropriate competencies and to fill in the form on the title page of this document.

Employer. The MAP shows an employer the competencies demonstrated by the student (a prospective employee) and the proficiency level achieved on each competency. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

How to Rate Student Performance

Performance Competencies. Ratings on SPSs that are performance competencies should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of employer or supervisor.

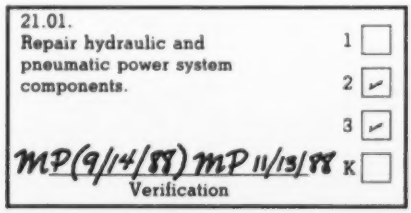
For each skill performed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

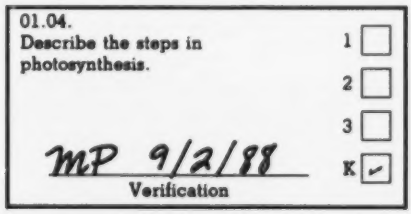
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance competency is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



Note: An SPS without a checked rating indicates that the learner has not performed the standard—from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

Home Health Aide (HHA) Student Performance Standards

01.0 Use Verbal and Written Communication.

01.01. Identify and use various forms of communication. 1 2 3 K _____ Verification	01.02. Identify barriers to communication. 1 2 3 K _____ Verification	01.03. Use basic medical terminology and approved abbreviations. 1 2 3 K _____ Verification
01.04. Demonstrate effective interpersonal relationships. 1 2 3 K _____ Verification	01.05. Receive and give oral report of patient's status. 1 2 3 K _____ Verification	01.06. Report and record objective, pertinent observations. 1 2 3 K _____ Verification
01.07. Maintain current patient documentation. 1 2 3 K _____ Verification	01.08. Obtain specified data from patient and patient's family. 1 2 3 K _____ Verification	01.09 Utilize verbal and written information to assist with the patient's plan of care. 1 2 3 K _____ Verification

02.0 Demonstrate Legal and Ethical Responsibilities.

02.01. Practice within the role and scope of the job description. 1 2 3 K _____ Verification	02.02. Identify the role of each health care team member. 1 2 3 K _____ Verification	02.03. Explain the patient's "Bill of Rights." 1 2 3 K _____ Verification
02.04. Maintain confidentiality of patient information. 1 2 3 K _____ Verification	02.05. Describe the purpose of chain of command (e.g., to resolve patient or employee problems). 1 2 3 K _____ Verification	02.06. Follow policies and procedures affecting the health, safety, and well-being of patients. 1 2 3 K _____ Verification
02.07. Recognize and report signs and symptoms of abuse and neglect. 1 2 3 K _____ Verification	02.08. Recognize and report signs of substance abuse. 1 2 3 K _____ Verification	02.09. Follow legal guidelines in charting. 1 2 3 K _____ Verification

BEST COPY AVAILABLE

Home Health Aide (HHA) Student Performance Standards

03.0 Provide Emergency Care.

03.01. Perform emergency measures, including CPR. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	03.02. Identify emergency evacuation procedures. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

04.0 Perform Aseptic Techniques.

04.01. Wash hands. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

Home Health Aide (HHA) Student Performance Standards

05.0 Describe the Anatomy and Physiology of the Human Body.

05.01. Describe the basic structure and function of body systems. 1 2 3 K Verification	05.02. Describe the relationships of body systems in providing patient care. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

06.0 Perform Physical Comfort and Safety Functions.

06.01. Care for equipment and supplies. 1 2 3 K Verification	06.02. Maintain patient units. 1 2 3 K Verification	06.03. Observe and report patient's daily behavior. 1 2 3 K Verification
06.04. Observe and report patient's mental awareness. 1 2 3 K Verification	06.05. Adjust bed and siderails. 1 2 3 K Verification	06.06. Lift, hold, or transfer patient using good body mechanics. 1 2 3 K Verification
06.07. Turn and position patient. 1 2 3 K Verification	06.08. Apply protective devices as directed (e.g., vest, belt, wrist, and ankle restraints). 1 2 3 K Verification	06.09. Apply comfort devices as directed (e.g., footboard, overbed cradle, sandbag, and alternating pressure mattress). 1 2 3 K Verification

Continued on next page.

Home Health Aide (HHA) Student Performance Standards

06.0 (Continued)

06.10. Assist patient to dangle. 1 2 3 K _____ Verification	06.11. Assist patient to walk. 1 2 3 K _____ Verification	06.12. Assist patient in crutch-walking. 1 2 3 K _____ Verification
06.13. Assist patient in using cane. 1 2 3 K _____ Verification	06.14. Assist patient in using walker. 1 2 3 K _____ Verification	06.15. Assist patient in using wheelchair. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

07.0 Provide Personal Patient Care.

07.01. Give bed bath. 1 2 3 K _____ Verification	07.02. Assist with tub bath or shower. 1 2 3 K _____ Verification	07.03. Give shampoo. 1 2 3 K _____ Verification
07.04. Shave patient. 1 2 3 K _____ Verification	07.05. Provide skin care. 1 2 3 K _____ Verification	07.06. Provide foot care. 1 2 3 K _____ Verification
07.07. Groom hair. 1 2 3 K _____ Verification	07.08. Groom nails. 1 2 3 K _____ Verification	07.09. Assist with oral hygiene. 1 2 3 K _____ Verification

Continued on next page.

Home Health Aide (HHA) Student Performance Standards

07.0 (Continued)

07.10. Give denture care. 1 2 3 K
Verification

07.11. Administer oral hygiene to an unconscious patient. 1 2 3 K
Verification

07.12. Assist with using bedside commode. 1 2 3 K
Verification

07.13. Assist with using bedpan. 1 2 3 K
Verification

07.14. Assist with using urinal. 1 2 3 K
Verification

07.15. Assist patient in getting dressed. 1 2 3 K
Verification

07.16. Assist with meals. 1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

08.0 Perform Nursing Procedures.

08.01. Make unoccupied and occupied beds. 1 2 3 K
Verification

08.02. Assist patient in passive range of motion exercises. 1 2 3 K
Verification

08.03. Apply anti-embolic hose. 1 2 3 K
Verification

08.04. Collect routine urine specimen. 1 2 3 K
Verification

08.05. Strain urine. 1 2 3 K
Verification

08.06. Collect and test urine for sugar and acetone. 1 2 3 K
Verification

08.07. Monitor catheter drainage system. 1 2 3 K
Verification

08.08. Monitor fluid intake and output (I&O). 1 2 3 K
Verification

08.09. Observe, record, and report patient's emesis. 1 2 3 K
Verification

Continued on next page.

08.0 (Continued)

08.10.
Assist patient with sitz bath.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.11.
Change ostomy appliance.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.12.
Collect stool specimen.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.13.
Assist patient with taking self-administered prescribed medication in the home.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

09.0 Apply Principles of Nutrition.

09.01.
Identify nutrients and food groups.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.02.
Explain regional, cultural, and religious food patterns.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.03.
Describe special diets.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.04.
List factors which must be considered when purchasing food.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.05.
Prepare a basic food plan.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.06.
List factors which must be considered when storing food.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.07.
Identify methods of food preparation.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

Home Health Aide (HHA) Student Performance Standards

10.0 Provide Care for Geriatric Patients.

10.01. Identify safety principles as related to the elderly. 1 2 3 K Verification	10.02. Describe general characteristics, particular needs, and problems of the elderly. 1 2 3 K Verification	10.03. Identify attitudes and living habits which promote positive mental and physical health for the elderly. 1 2 3 K Verification
10.04. Distinguish between fact and fallacy about the aging process. 1 2 3 K Verification	10.05. Identify community resources and services available to the elderly. 1 2 3 K Verification	10.06. Apply Reality Orientation Techniques. 1 2 3 K Verification
10.07. Provide and involve patients in diversional activities. 1 2 3 K Verification	10.08. Identify common alterations in elderly patient behavior. 1 2 3 K Verification	10.09. Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, and impaired body functions). 1 2 3 K Verification

11.0 Apply the Principles of Infection Control.

11.01. Provide care for patients with infectious diseases. 1 2 3 K Verification	11.02. Identify at-risk behavior which promotes the spread of AIDS. 1 2 3 K Verification	11.03. Identify the public education necessary to combat the spread of sexually transmitted diseases. 1 2 3 K Verification
11.04. Practice universal precautions according to Centers for Disease Control guidelines. 1 2 3 K Verification	11.05. Serve isolation food tray. 1 2 3 K Verification	11.06. Put on and remove isolation garments. 1 2 3 K Verification
11.07. Remove materials from isolation unit. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

BEST COPY AVAILABLE

12.0 Provide Bio-Psycho-Social Support.

12.01. Identify basic human needs. 1 2 3 K Verification	12.02. Discuss family roles and their significance to health. 1 2 3 K Verification	12.03. List community resources for individual and family health. 1 2 3 K Verification
12.04. Identify components of the grief process. 1 2 3 K Verification	12.05. Respond to emotional needs of patient and family. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

13.0 Perform Supervised Management Functions.

13.01. Organize patient care assignments. 1 2 3 K Verification	13.02. Complete assignments accurately and in a timely manner. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

Home Health Aide (HHA) Student Performance Standards

14.0 Assist with Rehabilitative Activities.

14.01. List the purposes of rehabilitation. 1 2 3 K _____ Verification	14.02. Assist patient with specified rehabilitation needs. 1 2 3 K _____ Verification	14.03. Assist patient to reach optimum level of independence. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

15.0 Perform Home Health Care Services.

15.01. Follow an established work plan with the patient and family. 1 2 3 K _____ Verification	15.02. Perform patient-related cleaning tasks and laundry. 1 2 3 K _____ Verification	15.03. Identify methods for medication storage. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

Home Health Aide (HHA) Student Performance Standards

16.0 Demonstrate Employability Skills.

16.01. Conduct a job search. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.02. Secure information about a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.03. Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.04. Complete a job application. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.05. Demonstrate competence in job interview techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.06. Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.07. Identify acceptable work habits. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.08. Demonstrate knowledge of how to make job changes appropriately. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

16.09. Demonstrate acceptable employee health habits. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

17.0 Demonstrate Knowledge of Sexually Transmitted Diseases (STDs), Including AIDS.

17.01. Distinguish between fact and fallacy about the transmission and treatment of STDs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

17.02. Identify community resources and services available to victims of STDs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

17.03. Identify at-risk behaviors which promote the spread of AIDS and the public education necessary to combat the spread of STDs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

17.04. Apply infection control techniques designed to prevent the spread of STDs to the care of *all* patients following Centers for Disease Control guidelines. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

Home Health Aide (HHA) Student Performance Standards

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

Cooperative Work Experience

In addition to the classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience as shown below.

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Notes

The instructor may record comments here on the student's performance and attitudes or supply other information about the qualifications of the student as a potential employee.

Instructor's Signature

Date

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE 01/89/800 123456789/89 HO 186 BK 89